

INSIDE

2

IPLA + Coaching
Aspiring Principal
Academy Schedule

3

Teaching & Learning:
Bratton Initiatives

4

IPLA Profile
Alumni Update

5

Leadership:
Reflections of a
First Year

Books for Leaders

6

IPLA Connections
IN-SIG

7

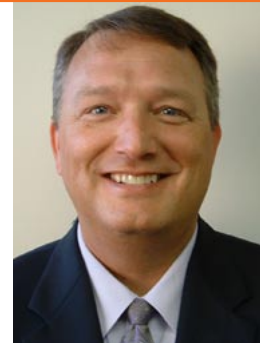
Quote Corner

8

Calendar
IPLA Staff

> LEADERSHIP

Leadership for Change



David A. Adams

By David A. Adams, Superintendent, Shelbyville Central Schools

During my years in education, I've worked with many outstanding administrators. I have also encountered a few administrators that, quite honestly, were very ineffective. Norman Schwarzkopf once said, "You learn far more from negative leadership than from positive leadership; because you learn how not to do it. And, therefore, you learn how to do it."

The majority of positive change that I have witnessed has been inspired by passionate and visionary administrators. Good school administrators lead for change, either by assuming the lead role, or by setting the stage for others to assume that role. The most effective administrators are *leaders*, not just managers.

I have identified some character traits of successful administrators that I believe are key in providing leadership for change. These conclusions are not research-based. They simply reflect my observations during 24 years in education and 18 years of administrative service.

SCHOOL IMPROVEMENT MENTALITY

Effective administrative leaders reside in a constant school improvement mode. They continually evaluate programs, dissect problems and establish solutions. Less effective administrators often simply try to get through the school year avoiding problems. They avoid change, often by studying problems excessively. I call that educational stall. Effective administrators don't talk a problem to death; they come up with a solution and an action plan, and reshape it until they get the desired results, always maintaining focus on school improvement.

DECISION-MAKING

One of the most important aspects of leadership for change is the ability to make timely decisions. In my early years as an administrator, I worried a lot about negative responses to my decisions. In later years, I have come to realize that with any change, regardless of how positive, there are always those who will resist. Spending too much time worrying about the possibility of negative backlash can render an administrator ineffective. Effective administrators are able to make difficult decisions with confidence, in a timely manner.

(continued on page 7)



INDIANA PRINCIPAL LEADERSHIP ACADEMY **IPLA+ Coaching Program**

What is the IPLA+ Coaching Program?

The IPLA+ Coaching Program is a part of an overall program designed to provide educational leaders with new knowledge for genuine individual, group and organizational transformation. Registration is open to all educators including teachers, aspiring principals, assistant principals, principals, directors, and superintendents.

2006 Required Training Dates

July 26-27, 2006

November 2-3, 2006

December 8, 2006

Trainings will be held at the Indiana Department of Education building at 151 West Ohio Street, Indianapolis, IN 46204. A light breakfast will be provided. Lunch will be on your own.

Cost: The five day program is \$400

Name/Position

School/Organization

Address

E-mail

Phone

Method of Payment - Make payable to the IPLA

☐ P.O. # _____

☐ Check # _____

Indiana Principal Leadership Academy, IDOE

Room 229, State House

Indianapolis, IN 46204-2798

Phone: 317-232-9004

Fax: 317-232-9005

E-mail: mmcgrann@doe.state.in.us

Registration Deadline: July 4, 2006

Refund Deadline: 2 Business Days Prior to First Session

2006-2007

Aspiring Principal Academy Course Schedule

This course is intended for individuals who would like to explore a future career in school administration.

This session will address the following: This one-year Academy is designed to meet the growing needs of the Principal that is prevalent in schools throughout the State of Indiana. This program allows teachers and other educational leaders to explore the possibilities of the Principalship and network with practicing school administrators throughout the State of Indiana. The following four areas of the administration will be explored during the program: Leadership, Teaching and Learning, Culture, and Communication.

Dates

September 8, 2006:

DOE Climate & Culture with Jane Boultinghouse

October 3, 2006:

Teaching & Learning with Carol Pulsfus

November 15, 2006: Leadership

December 13, 2006: Technology with
Sheri Patterson Marcotte and Kathy Deck

March 2, 2007: Culture

April 16, 2007: Communication with Irene Eskridge

Cost: \$300 for eight day training. Lunch will be participant's responsibility.

Name/Position

School/Organization

Address

E-mail

Phone

Method of Payment - Make payable to the IPLA

☐ P.O. # _____

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Registration Deadline: August 8, 2006

Refund Deadline: 2 Business Days Prior to First Session



> TEACHING & LEARNING

The Bratton Initiatives

Colleen Moran, PhD., Asst. Superintendent/Dir. Curriculum, North Montgomery Community School Corporation



North Montgomery Community School Corporation is charting a new course for the school community. Several innovations that have long been discussed among the administrative team and teaching staff will become reality in the form of The Bratton Initiatives. This strategic plan has been named after William Bratton, who was a member of the famed, Lewis and Clark Corp of Discovery expedition of the Louisiana Purchase. Bratton is buried within the school district boundaries and was said to be the county's first superintendent of schools. These initiatives bear his name because his involvement in the courageous exploration of new territory.

The district is fully committed to undertake the 15 initiatives in a bold approach to improving the education of students. Each venture is grounded in sound research and represents best teaching and learning practices. Some projects are totally unique while others replicate what others in the country have tried with success. Some are a combination of both. Many will begin during 2006-2007, while implementation of others will begin the following year.

Staff members have overwhelmingly responded to the call for sponsorship of each project. Initiative sponsors range from instructional assistants and bus drivers to teachers and administrators. Stipends are paid to each through various grants. The district will pay for other expenses by reorganizing the use of existing funds. For example, funds previously used for remediation, gifted and talented, Title II, and Title V will be used differently.

1) The Summer Bratton Academy for Grades 1-3

Purpose: To immerse academically at-risk students in literacy to improve their ability to read and write. Students will engage in creative and logical conversations with the teacher about their reading and writing during a 30-day summer session.

2) Bratton Summer Adventures

Purpose: To provide voluntary enrichment opportunities for all students through language-rich, hands-on, experiential adventures.

3) Bridges Multi-Sensory Learning System

Purpose: To improve attention span, memory, compare/contrast thinking, eye-hand coordination, systems reasoning, and other skills essential to the learning process, helping students perform better at school.

4) Reading Across Content

Purpose: To develop a culture of reading at North Montgomery that nurtures a desire to read and explore a variety of texts. The curriculum will include required reading for each class. Students in grades 6-12 could read almost 70 more books than presently expected.

5) List of 100 Classics

Purpose: To inspire North Montgomery students to read and expose students to a rich variety of literature. A cash bonus will be given as a scholarship upon completion and mastery of all 100 books.

(continued on page 7)



IPLA Profile— Shawn Wright-Browner

Assistant director of Vocational & Adult Education (J. Everett Light Career Center) for Washington Township Schools, Indianapolis, Indiana



1. What is your area of training?

- BS Home Economics Vocational Education, Ball State University, Muncie, Indiana. July 1988.
- MS Secondary Administration & Supervision, Public School Administrator's License/Experiential Program for Preparing School Principals (EPPSP), Butler University, Indianapolis, Indiana. May 1994.
- Director of Vocational Education, Administration & Supervision, Ball State University, Muncie, Indiana. August 2004.

2. What was your IPLA experience like?

Like all good cheerleaders would say "it was a blast!" Although IPLA's emphasis is on culture, teaching & learning, leadership and communication, it also had relevance in team-building, networking, friendship-making and opportunities to stay abreast on current educational trends.

3. What is your connection to IPLA?

I graduated from IPLA group #40 in April 2005. I was part of the (Sheri) Patterson Team and our "purple" group leader was Paul Kaiser. I have also been an IPLA advisory committee member since 1997.

4. What is your philosophy of education or leadership?

I have worked with leaders who possess many different styles of management philosophies. I have found my niche in building a team of people who will have an ownership in all aspects on learning. Webster's New World Dictionary defines collaboration as "to work together, esp. in some literary, artistic, or scientific undertaking." I have found that I can accurately describe my leadership style as collaborative and consensus building. Although collaboration is a great fundamental, an effective leader must also adhere to being a transformational catalyst in order to effectively have buy-in from faculty, staff, parents, and students. Taking risks are rewarding and frightening at the same time. As I make important decisions for students, I have to take into account the overall well-being of the school's culture and climate.

5. What is your favorite quote?

When you fail to plan you plan to fail &
If it is not working then try something else.

6. What are you reading at the moment?

Now, Discover Your Strengths (Buckingham & Clifton)

7. What is unique about your school, corporation, or company?

MSDWT is a more establish district and, therefore, generations of families have continued to support the efforts of the schools. There is tremendous

Alumni Update

by Mark Tobolski

I am excited about being named the Vice President of IPLA Alumni Board. IPLA has been a good experience. The experiences I received in IPLA cannot be measured in specific terms. IPLA allows you to reach inside yourself and expand and strengthen what starts out as your areas to improve. It allows an environment where you can openly share your ideas with others and establish new relationships. The networking is amazing. IPLA teaches and produces strong leaders. It improves your ability to communicate your thoughts and ideas. IPLA promotes character, professionalism and excellence.

The Alumni Board, which is designed to promote, seek new ideas, and expand the horizons for administrative leaders, is constantly looking for cutting edge research to bring to leaders that join IPLA. It is determined to promote excellent leaders in our field. The Board organizes and promotes a variety of activities such as, the Winter Conferences, scholarship opportunities for candidates seeking to be administrators, and assisting colleagues through coaching. The Board brings in the best and most innovative speakers for each group that will allow each member of the IPLA group the freedom to expand their knowledge and ability. As of today there are 41 groups of IPLA. I am from group 36.(113)

We are excited about the upcoming Winter Conference for a very good reason. It is our 20th anniversary. In the past, we have opened our conference up to IPLA Alumni and potential applicants for IPLA groups. This year's conference is only for the Alumni of IPLA. Groups 1-41 are invited. We would like to encourage you to attend this event in January of 2007. We are excited to bring two speakers on Leadership from the famous Pike Place Fish Market in Seattle. Their company, bizFutures, is well known for their training seminars and video series on leadership. Feel free to visit their website at www.bizfuture.com. As always, we are continuing to bring you the best to help make you your best. We are looking forward to seeing you in January. Please encourage the alumni in your group to attend. Let's make this an exciting and rewarding experience special anniversary.

encouragement from the Superintendent's office in areas of curriculum development, intervention programs for all students and forecasting the future of education. After being in a two high school district for 16 years (Lawrence Township), I have found it quite intriguing to be on a leadership team in a one high school system (Washington Township-MSDWT). All aspect of bridging from elementary to middle to high school is more seamless in its approach to student training and preparedness. More specifically, at J. Everett Light Career Center, there are many opportunities for students to learn practical experiences while preparing for post secondary education.



> LEADERSHIP

“Reflections of a First Year”

My first year as an assistant principal in a middle school has been rather interesting. Let us keep a few things in mind before I continue. Again, this is my first year as an administrator. This was not necessarily a job that I pursued, though it is one that I desired. Through a series of position changes in our corporation, I was asked to be the assistant principal in the school where I was teaching since I was/am in the process of completing my administrative license. This has been a unique opportunity to directly apply what I am learning. My first year has provided some unexpected challenges. It has also required me to make adjustments to my professional life in ways I did not anticipate. Through it all, though, the rewards I have found in being an administrator have made these challenges and changes worthwhile.



Andy Hartley

The challenges I face as a middle school assistant principal are crazy at times. As a middle school teacher for the past five years, I had no idea that my students were capable of some of the disciplinary issues that have arisen this year. We have faced issues ranging from talking too much in class to fighting and drugs, to students bringing objects to school that, to say the very least, do not belong in school. Managing these issues, as well as finding time to meet with other students on more minor issues, visiting classrooms for walkthroughs, writing teacher evaluations, calling and/or meeting with parents, not to mention the continuously growing pile of paperwork that has actually taken over my office on a few occasions, is a tough balance to learn as a first year administrator. Regardless of the amount of experience I have gained through these tough situations and others, I have learned that it is important to always keep a clear head and make sure I have all of the necessary information before making decisions.

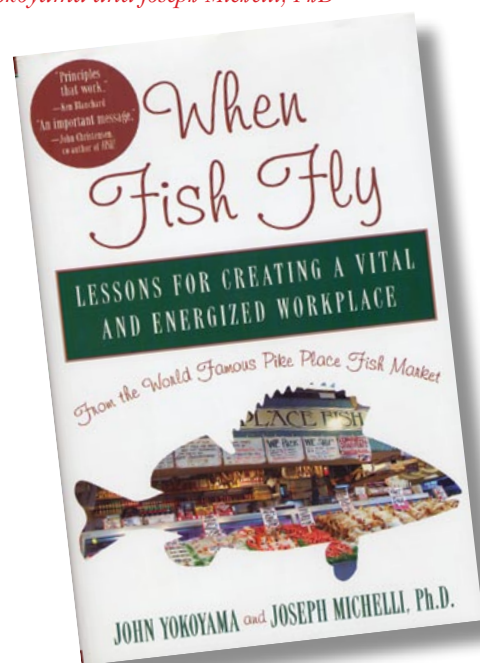
One of the biggest adjustments I have made since beginning work as a building level administrator is a change in my perspective. As a middle school math teacher and a coach at both the middle school and high school levels, my primary focus was my classroom and the students in my classroom or my team and the players on my team. As a building level administrator, my primary focus is now obviously an entire building. There are so many more entities for which I am responsible and with which I must now be concerned. However, the increase in responsibilities has permitted me the opportunity to establish a much clearer understanding and definition of my core values and beliefs about our school and the education of our students.

This year has been difficult, and I have had my moments where my confidence has been tested. Despite these struggles, the rewards I now find in my work have exceeded my expectations. Leaving the classroom was a difficult decision. Yet, I now have the distinct privilege of visiting and learning from our master teachers. I feel like my strengths in the area of instruction have

BOOKS FOR LEADERS

When Fish Fly—Lessons for Creating a Vital and Energized Workplace

by John Yokoyama and Joseph Michelli, PhD



John Yokoyama is known for creating a fun and fulfilling workplace environment at his famous Pike Place Fish Market in Seattle. *When Fish Fly* is a guide to creating this environment in your own workplace, by energizing your employees about the work they are doing. Yokoyama discusses the way to allow employees to be the best they can be by giving them the space to excel, and seeing everyone as a success waiting to happen. He suggests ways to create a team by aligning each employee with the same goals and celebrating your employees. This book offers ways to positively change the environment at your workplace, providing leadership and enthusiasm for what was once dull routine. Yokoyama shares his success story and tips with readers and his enthusiasm for his employees is visible in his story.

grown and continue to grow since becoming an administrator. While I am no longer a teacher of mathematics, I have not stopped teaching. A day does not go by where I am not teaching students about their personal choices and the results of their actions — both positive and negative. I feel like I am having a greater impact in the lives of students than prior to being assistant principal. I am more closely connected to them and their education. The work is challenging. Of course, no one ever told me it would be easy. Knowing the positive impact we as educators have on students makes it all worthwhile.



IPLA Connections

**A NEW IDEA TO CONNECT WITH GRADUATES,
CURRENT AND POTENTIAL PARTICIPANTS!**

In Fall 2005, the Alumni Board alumni initiated a new element in the IPLA commitment to keep graduates involved. Plans included adding regional meetings hosted by IPLA alumni with IPLA staff to “reconnect” with IPLA. The meetings allowed alumni to discuss IPLA’s 20th anniversary, the lasting effects of IPLA and how it has helped them as school leaders. Ideas, concerns, suggestions and general sharing make the session beneficial for both the IPLA participants and staff. This fun, informative connection can happen in your area if you are willing to serve as host—just provide the place and light snacks—and we’re on! If you need help, ask our experts!

NOVEMBER 3, 2005

Hosts: Scott Turney (1), Al Mihajlovits (17) and Norma Faust (35)

Location: Southern Indiana Education Service Center, Jasper

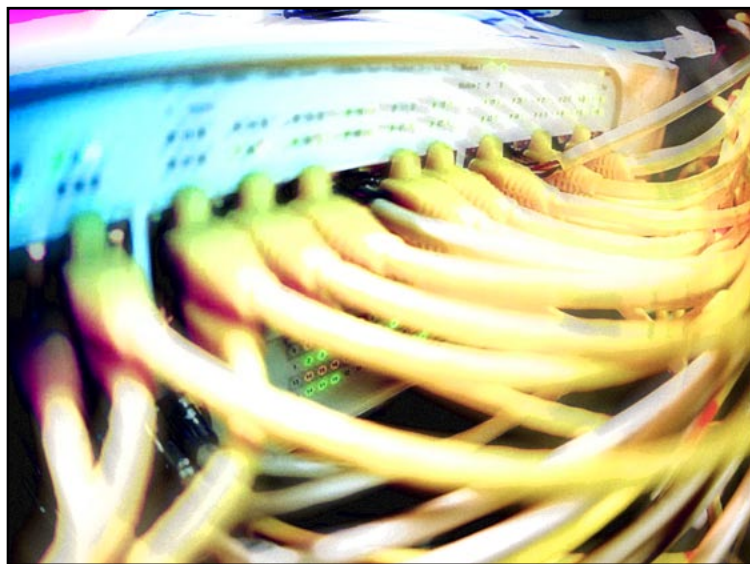
Participants: Dianne Litkenhus (30), Susan Grundhefer (38), Ginger Conrad (41), Teresa Boyd (31), and Cal Biddle (33).

MARCH 22, 2006

Hosts: Steve VanBruaene (11) and Ruth Warren (41)

Location: Beiger Elementary School, Mishawaka

Participants: Michael Chobanov (2), Judith Welling (18), Barb Emmons (34), Sam Schweizer (40), Derrick White (42)



Indiana State Improvement Grant Information

The Indiana State Improvement Grant is a five year school improvement initiative funded through Part D of the Individuals with Disabilities Education Act. The purpose of the grant is to “assist state educational agencies and their partners . . . in reforming and improving their systems for providing educational, early intervention and transitional services including their systems for professional development, technical assistance, and dissemination of knowledge about best practices to improve results for children with disabilities.” IN-SIG currently works with six districts across Indiana including Anderson Community Schools, Fort Wayne Community Schools, Greater Clark Co. Schools, Greencastle Community Schools, Michigan City Area Schools, and Northeast School Corporation in Sullivan County.

Brett Bollinger, Co-Director bebollin@indiana.edu
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Indiana State Improvement Grant (IN-SIG)
Indiana Institute on Disability and Community
2853 E. 10th St.
Bloomington, IN 47408
1-800-825-4733
www.in-sig.org



(BRATTON continued from page 3)

6) Early Learning Center for Ages 3 and 4

Purpose: To make high quality early learning experiences available to at-risk children, thus narrowing the learning gap between their peers.

7) Parenting Classes that Work

Purpose: To assist families by demonstrating effective ways to strengthen children's learning experiences and healthy living while at home and at school.

8) Enriching the Arts

Purpose: To develop an interest and lifelong appreciation of music and art among students. Every student in the elementary will learn how to read music and play the piano by the end of grade 5. K-12 students will be encouraged to enter district-wide art contests that are juried, and prizes will be awarded for each grade level.

9) Internet Problem-Solving

Purpose: To provide high-interest activities that promote parents and students working together to find solutions, thereby, improving student problem-solving abilities.

10) Expand the Curriculum to Reflect Big School Opportunities

Purpose: To provide more vocational education offerings to all students in high school; accept pre-approved, accredited Internet courses that count towards graduation; allow additional off campus learning opportunities through independent study, mentoring, and school-to-work experiences; and create unique alternative experiences for at-risk students by individually tailoring a program for each student.

11) Interactive Technology

Purpose: To help students develop an awareness of audience and purpose in evaluating mass media, as well as in producing their own media productions. The media course will go beyond television broadcasts of daily announcements by involving students in the production of Internet broadcasts of athletic competitions, music performances, and academic competitions, as well as the production of instructional and promotional DVDs.

12) Professional Learning Academy for Veteran Teachers

Purpose: To keep teachers energized and actively learning. The two-year Academy will expose experienced teachers to current research on best teaching practices.

13) Comprehensive Nutrition and Fitness Program

Purpose: To create an environment where students, staff, and families are physically active and learn to develop healthy eating patterns.

14) Utilize Time on the Bus for Learning K-12

Purpose: To maximize available learning time for students while in transit, while minimizing potential negative behaviors.

15) Grade Level Sponsors

Purpose: To involve the talents of business leaders as mentors in our schools with our students and to make a real world, school-to-work connection for students. A business or corporation will be assigned to a cohort group of students and follow them through graduation.

(LEADERSHIP continued from page 1)

PHILOSOPHY AND EXPECTATIONS

Inherent in sound decision making is keeping focus on your philosophy and expectations. One of my key philosophies is "Kids First." I try to base decisions on what I think is best for students. I am committed to this concept and it helps me tremendously in decision-making. One's philosophy and expectations serve as a focal point; that point on the horizon toward which continual progress is directed.

INTUITION

Ineffective administrators often seem unable to read people or situational dynamics. They lack basic intuition. They are unable to lead meaningful change because they lack understanding of the culture and climate. This impedes decision-making, stalls needed change, and frustrates building leaders. Effective administrators understand the community, the school's culture and climate, and the dynamics of leading those involved.

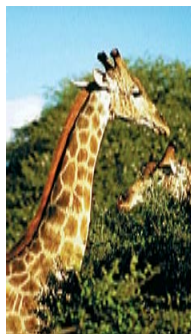
RISK

Those who fear controversy may find it difficult to provide leadership for change. Rather than moving in any specific direction, they often become expert at not "rocking the boat". Effective administrators understand that controversy is inevitable. People resist change. Harry Truman once said "to be able to lead others, a man must be willing to go forward alone." He also said "What makes leadership is the ability to get people to do what they don't want to do and like it." What is right is not always popular.

These are demanding times in public education. The greatest demands are being placed on school administrators to produce positive results of unprecedented magnitude. The No Child Left Behind Act and P.L. 221 have put a great deal of accountability and emphasis on school improvement. If public schools are to survive these demands, administrators must be willing to be the architects in leadership for change.

*"Leadership and learning
are indispensable
to each other."*

John F. Kennedy



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Indiana Principal Leadership Academy

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2006

June 12-14	Group 43 Session @ Nashville
June 13-14	Group 42 Session @ Nashville
June 13-16	Marsh Team @ Nashville
June 14-16	Wright-Browner Facilitation
	Team Training @ Nashville
June 21	IPLA Scholarship Interviews @ DOE Little Turtle Room
June 22	IPLA Alumni Summer Retreat
June 23	Alumni Board Meeting @ DOE Riley Room
July 26-27	Coaching Cadre IV @ DOE
July 28	Coaching Review only open to those coaching members of Group 42
September 8	Aspiring Principal Academy @ DOE

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